**Running Record & Interpretation**

Observation/Child 1

Child’s Age: 6 months

Nate was sitting on the floor playing alone with toy keys. Every time he shook the keys, he would laugh. His teacher says, “are you shaking? Yay!” Nate got a smile on his face when his teacher started talking to him. He continued to shake the keys. Nate’s teacher brought down another bucket of toys that were soft plush toys. He put the keys on the floor and reached for a yellow duck. As he was grabbing for the duck he said “ooooo”. His teacher then sat down with him and squeezed the yellow ducks head when the duck quacked. Nate’s eyes widened as he tried to squeeze the yellow ducks head. When the yellow duck did not quack Nate started to cry. His teacher said, “Nate, it’s okay! Are you hungry? Should we make you a bottle?” The teacher then started to make Nate a bottle. As Nate’s teacher was finishing warming up the bottle, Nate started to reach for it. The teacher said, “I know you’re hungry, it’s almost done!”. When the bottle warmer beeped Nate started kicking his feet, his teacher then handed him his bottle as he began to drink his formula.

1. **What room area/learning center did this observation take place in? (book area, sensory area, etc.)** The observation took place on the play mat in the lullaby room. There is a soft mat in the middle of the floor where the children sit to play with toys. The toys are in buckets on shelves that the teachers pick out and put on the middle of the floor.
2. **What can this child do? Be specific. Consider all developmental domains (gross & fine motor, social/emotional, perceptual/cognitive/language), not just one or two. What skills and abilities are exhibited in this observation? (e.g. Child can hold his bottle, child can express needs verbally, etc.)** This child cannot walk or crawl, but bounces up and down in the jumperoo, he can also kick his legs back and forth for gross motor skills. He is very good with his fine motor skills as he can pick up the toys that he is interested in play with. He also tries to mimic his teacher with the squeezing of the yellow ducks head. He is a very happy child who amuses himself while he plays with toys. He gets very excited when someone starts talking to him. He was able to hold his own bottle when it was given to him.
3. **What does this child like to do? What are this child’s interests? What is the essence of the activity for this child? (e.g. Child is exploring a variety of sensory experiences, textures, sounds; Child is exploring cause & effect; Child is trying to connect with other children, etc.)** While observing the child didn’t have any action to any other children but when sat next to by a teacher he seemed very pleased. The child enjoyed shaking his keys to make noise. He also enjoyed the plush yellow duck that seemed to surprise him when his teacher squeezed its head. The child got to explore different textures of toys and the sound that a duck makes. He also got to learn that when the teacher squeezed the head of the duck, the duck made a quacking noise.
4. **Using the High/Scope Key Experiences for infants and toddlers, identify the ones experienced by the child in this situation. Explain how it fits that Key Experience.**

-Expressing emotions-when he was laughing when he was shaking his keys.

-Imitating and pretending-Imitating when the teacher was squeezing the ducks head.

-Moving parts of the body-moved his arms, hands, legs, and feet.

-Speaking-cooed when he saw new toys that were brought down from the shelf.

-Exploring objects-reached and played with objects on the floor.

Observing people-Watched his teacher intensely when she was making him a bottle.

1. **Suggest one other learning activity where child could explore or practice this skill/interest. (e.g. child who is interested in making things happen with an activity box might enjoy a musical toy; child who takes off shoes might practice taking off socks, etc.)** This child might also enjoy a sensory box filled with objects that makes a lot of noise.

**Student Name:\_Courtney Harder\_**

**Child Observation: Observation and Interpretation Child #1**

**Scoring Standard**

* You must achieve a rating of at least a 2 on each criterion to demonstrate competence.
* Work receiving a 1 will be returned for revision and no points deducted upon resubmission.
* Work receiving a 0 will be returned and not evaluated further until revisions are made or completed and points will be deducted on a resubmission.

**Rating Scale**

3: Meets expectations for criterion competently and effectively.

2: Adequate; meets requirements, some revision may be recommended.

1: Unsatisfactory, major revisions needed.

0: Does not meet criterion.

**Scoring Guide**

|  |  |  |
| --- | --- | --- |
| Criteria | Student  Rating | Instructor  Rating |
| Observation and interpretation is completed and submitted to instructor with no spelling or grammatical errors | 3 2 1 0 | 3 2 1 0 |
| Observation is objective and child’s age is listed | 3 2 1 0 | 3 2 1 0 |
| Observation has appropriate detail, including quotes | 3 2 1 0 | 3 2 1 0 |
| Interpretation includes response to each of the four questions | 3 2 1 0 | 3 2 1 0 |
| Interpretation correctly identifies child’s skills and interests | 3 2 1 0 | 3 2 1 0 |
| Interpretation correctly identifies child’s key experiences | 3 2 1 0 | 3 2 1 0 |
| Interpretation includes appropriate suggestion for additional activity/learning center | 3 2 1 0 | 3 2 1 0 |
| Self assessment is completed and included with the assignment | Yes 2 1  No 0 | Yes 2 1  No 0 |
| Assignment is submitted on time  *More points may be deducted for very late work* | Yes 1 No 0 | Yes 1 No 0 |
| Total points \_\_\_\_\_\_\_/24 | 24 |  |

Observation/Child 2

Child’s Age: 7 months

Alex pulled himself with the toy shelf and reached his hand up and pulled down a basket of toys. When the toys fell to the ground he looked down at the toys. He then put his hand up again and grabbed another basket from on top of the shelf and pulled. As the toys landed on the ground he looked at them. His teacher came over and said, “Alexander, what are you doing with all of my baskets?” He looked at her with no facial expression. He then started to play with the toys that were dumped out of the baskets on the floor. He picked up an elephant car and put it in his mouth. Then he took the car out of his mouth and looked at it. Alex then put it back on the floor and grabbed a ball. He put it up to his mouth and back to the floor. He picked the ball up again and threw it at the wall. When the ball hit the wall he started to laugh. He crawled over to the ball and threw it at the wall again. Laughing as the ball hit the wall, he then grabbed the elephant car and threw that at the wall. As he threw the elephant car at the wall, his teacher came over and said, “Alex, be nice to the toys. No throwing please.” Alex then started to cry as he fell backwards on the floor.

1. **What room area/learning center did this observation take place in? (book area, sensory area, etc.)** This observation took place in the “circus room”. In the corner of the room there is a mirror on the wall with a shelf that the children can reach. On top of the shelf are 6 baskets of small toys.
2. **What can this child do? Be specific. Consider all developmental domains (gross & fine motor, social/emotional, perceptual/cognitive/language), not just one or two. What skills and abilities are exhibited in this observation? (e.g. Child can hold his bottle, child can express needs verbally, etc.)** This child has extremely good gross motor skills. He crawls everywhere and pulls himself u p on anything that is bigger than him. He is a very happy and active child. He gets into anything and everything. He does not show much expression when being talked to. He seems to have a blank stare on his face when being talked to by someone else. During the observation he did not socialize with any of the other children. He played very well all by himself.
3. **What does this child like to do? What are this child’s interests? What is the essence of the activity for this child? (e.g. Child is exploring a variety of sensory experiences, textures, sounds; Child is exploring cause & effect; Child is trying to connect with other children, etc.)** The child seemed to of gotten into everything. He likes to pull the toys down from shelves and likes to throw toys. He was exploring cause and effect by pulling on the baskets to watch them fall, to picking up a toy and throwing it at the wall. He knew after he pulled on the first basket of toys and they all fell out that when he pulled on the second basket that was going to happen again.
4. **Using the High/Scope Key Experiences for infants and toddlers, identify the ones experienced by the child in this situation. Explain how it fits that Key Experience.**

-Doing things for one’s self- He saw the basket of toys and wanted to play with them so he pulled them down.

-Expressing emotions- When he was talked to about not throwing the toys at the wall, he started to cry like he was upset that he couldn’t do that.

-Moving parts of the body- He moved his arms, hands, legs, and feet.

-Moving the whole body- He crawled around and pulled himself up.

-Exploring objects- put objects in mouth and also threw them at the wall to see what would happen.

-Exploring and noticing the location of objects- reached up and grabbed two baskets that he was aware was on top of the shelf.

-Repeating an action to make something happen again- Pulling two baskets off the top of the shelf and repeatedly throwing toys against the wall.

1. **Suggest one other learning activity where child could explore or practice this skill/interest. (e.g. child who is interested in making things happen with an activity box might enjoy a musical toy; child who takes off shoes might practice taking off socks, etc.)** This child might enjoy climbing up stairs because he pulls himself up a lot and reaches things up high. If he would climb up stairs he could keep going up to find something to explore.

**Student Name:\_\_\_\_Courtney Harder \_\_\_\_**

**Child Observation: Observation and Interpretation Child #2**

**Scoring Standard**

* You must achieve a rating of at least a 2 on each criterion to demonstrate competence.
* Work receiving a 1 will be returned for revision and no points deducted upon resubmission.
* Work receiving a 0 will be returned and not evaluated further until revisions are made or completed and points will be deducted on a resubmission.

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| Interpretation includes appropriate suggestion for additional activity/learning center | 3 2 1 0 | 3 2 1 0 |
| Self assessment is completed and included with the assignment | Yes 2 1  No 0 | Yes 2 1  No 0 |
| Assignment is submitted on time  *More points may be deducted for very late work* | Yes 1 No 0 | Yes 1 No 0 |
| Total points \_\_\_\_\_\_\_/24 | 24 |  |